DIAGNOSTIC REVIEW REPORT

FOR

CHRISTIAN COUNTY HIGH SCHOOL

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Hopkinsville, KY
42240

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February 24-27, 2013

KENTUCKY DEPARTMENT OF
EDUCATION
Every Child Proficient and Prepared for SUCCESS

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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "…lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institution's vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Standard 1 – Purpose and Direction	Standard Performance Level
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	**2**

Indicator		Source of Evidence	Performance Level
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	• Self-assessment and other diagnostics • Principal's presentation • CSIP/30/60/90 • Student Assessment data • Faculty/department/PLC and Student Voice Group meeting agenda and minutes • Executive Summary • Stakeholder Interviews • School Web site	2

Indicator		Source of Evidence	Performance Level
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	• Self-assessment and other diagnostics • Principal's presentation • CSIP/30/60/90 • Student Assessment data • Faculty/department/PLC and Student Voice Group meeting agenda and minutes • Executive Summary • Stakeholder Interviews • School Web site • Classroom and school observations • Survey data	2
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	• Self-assessment and other diagnostics • Principal's presentation • CSIP/30/60/90 • Student Assessment data • Faculty/department/PLC and Student Voice Group meeting agenda and minutes • Executive Summary • Stakeholder Interviews • School Web site • Classroom and school observations • Survey data	2

Opportunities for Improvement

Indicator	Statement	Rationale
1.1	Implement and document a formalized process to establish, review, revise, and communicate the school's purpose and direction for student success. Ensure that the process includes participation from all stakeholder groups, including parents and community.	The school developed the mantra "Together We're Better," but there are no formal purpose (mission) and direction (vision) statements established that are clearly focused on student success. Although students and staff were involved in the development of the school's mantra, there is no evidence that parents or other stakeholders were represented in the process. The process for review, revision, and communication of the school purpose and direction should be formalized, documented, and implemented on a regular schedule.
1.2	Ensure that school leadership and staff are committed to a culture that is based on shared values and beliefs about teaching, learning that will inform instructional practice. Provide opportunities for all stakeholders to develop a deeper understanding of expectations, values and beliefs that is reflective of the school's purpose for student success.	Although interview data reflects a marked shift toward a more positive school culture, student survey data indicates that 40% of students disagree or strongly disagree with the statement "In my school, all students are treated with respect." Review of documentation shows that the school's identified elements of effective instruction, "Clear set induction, Purpose and Processing, Questioning, and Think time" (CPPQT) implementation is primarily monitored by classroom walkthroughs. However, communication of classroom walkthrough data to teachers is inconsistent, and there is no evidence of a systematic process of the use of walkthrough data to inform instruction. Classroom observations revealed that the CPPQT process was not being implemented consistently across the school. Observations indicate that only a few classrooms provide challenging educational programs and equitable learning experiences. Observations also indicate that whole group direct instruction, or lecture, is the most frequently utilized approach and students are often only passively engaged in classroom activities. Learning activities that require students to engage in higher order thinking are very limited.

Indicator	Statement	Rationale
1.3	Implement a continuous improvement planning process that focuses on student performance and provides clear direction for improving conditions that support student learning.	A continuous improvement planning process for improving student learning and conditions that support learning has been partially implemented. Documentation from Professional Learning Communities (PLC), small group, and faculty meetings and the 30/60/90 day (CSIP) plan supports some improvement in student learning conditions. However, there was little evidence found to link these processes to actual improvement in professional practice. Interviews, classroom observations, and documentation indicate a need to move beyond data collection to authentic use of data to inform instructional practices. Data on school and student performance is collected on an inconsistent basis. There is no documentation of processes to support teachers new to Christian County High School (CCHS), or assist teachers in fully utilizing the current student work analysis strategy "Did they get it?" to inform student learning. Monitoring and feedback of the elements of effective instruction (CPPQT) is inconsistent. Classroom walkthrough data is collected; however, there is no evidence that calibration activities have occurred among the administrative staff conducting walkthroughs, to ensure consistent and congruent feedback is provided to teachers on a regular basis.

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and must involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 2 – Governance and Leadership	Standard Performance Level
The school operates under governance and leadership that promote and support student performance and school effectiveness.	2

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	- District policies/procedures - Self-assessment and other diagnostics - Principal's presentation 30/60/90 day plan, CSIP - Advisory Council agenda and minutes - Leadership team agenda and minutes - Executive Summary - Stakeholder Interviews - Classroom and school observations - Survey data - Student Code of Conduct	2
2.2	The governing body operates responsibly and functions effectively.	- District policies/procedures - Self-assessment and other diagnostics - Principal's presentation 30/60/90 day plan, CSIP - Advisory Council agenda and minutes - Leadership team agenda and minutes - Executive Summary - Stakeholder Interviews - Classroom and school observations - Survey data	2

Indicator		Source of Evidence	Performance Level
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	• District policies/procedures • Self-assessment and other diagnostics • Principal's presentation • 30/60/90 day plan, CSIP • Advisory Council agenda and minutes • Leadership team agenda and minutes • Executive Summary • Stakeholder Interviews • Classroom and school observations • Survey data	2
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	• District policies/procedures • Self-assessment and other diagnostics • Principal's presentation • 30/60/90 day plan, CSIP • Advisory Council agenda and minutes • Leadership team agenda and minutes • Executive Summary • PLC Documentation • Stakeholder Interviews • Classroom and school observations • Survey data	2

Indicator		Source of Evidence	Performance Level
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	• District policies/procedures • Self-assessment and other diagnostics • Principal's presentation • 30/60/90 day plan, CSIP • Advisory Council agenda and minutes • Leadership team agenda and minutes • Executive Summary • Stakeholder Interviews • Classroom and school observations • Survey data	2
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	• District policies/procedures • Self-assessment and other diagnostics • Principal's presentation • 30/60/90 day plan, CSIP • Advisory Council agenda and minutes • Leadership team agenda and minutes • Executive Summary • Schedule of teacher observations • Walk-through data • Stakeholder Interviews • Classroom and school observations • Survey data	2

Opportunities for Improvement

Indicator	Statement	Rationale
2.3	Ensure that the governing body has established policies, practices, and procedures which protect, support, and respect the autonomy of school leadership to meet goals for achievement and instruction and to manage day-to-day operations of the school.	The school Advisory Council has established multiple avenues (e.g., leadership team, expanded leadership team, Student Voice group, SIG team) to solicit input for shared decision-making for the daily operation of the school; however, evidence from stakeholder interviews and review of artifacts revealed that there are no formalized written governing policies, practices, or procedures that would ensure autonomy of school leadership in day-to-day guidance of improvements in student learning and instruction.
2.4	Develop policies, practices, and procedures to ensure that all leaders, staff, and students are held to high expectations for student achievement as well as for establishing conditions that support student learning.	While survey data revealed that 89% of staff agree/strongly agree with the statement "Our school leaders expect staff members to hold all students to high academic standards," ELEOT classroom observation data was not consistent, as indicated by the High Expectations Learning Environment rating of 1.8 on a 4.0 scale. Review of the walkthrough instrument, schedule, and feedback revealed that the existence of high academic and behavior expectations is not being monitored. Observations, performance data and documentation indicate that the extent to which students are held to high expectations in all courses of study is limited. The extent to which learning goals have been developed for classrooms, grade levels, departments, and PLCs was not fully evident.

Indicator	Statement	Rationale
2.5	Develop policies, practices, and procedures to build capacity for meaningful collaboration, stakeholder engagement, and involvement in decision-making that promote and support the school's purpose and direction.	Stakeholder interviews and review of artifacts and evidence indicate that stakeholder engagement activities are occurring (e.g., football tailgating, assessment meetings, Partners in Education), which have resulted in some improvement in stakeholder participation; however, the degree to which parents and other stakeholders are authentically and routinely engaged in the school is limited, (e.g., serving in leadership roles, engaging in improvement planning activities, providing feedback to school leaders, etc.)
2.6	Ensure that supervision and evaluation, including classroom walkthroughs, provide specific descriptive feedback that is timely and monitored to result in improved professional practice and student success.	Observations and stakeholder interviews indicate that few classrooms are highly effective in engaging students in meaningful instructional activities. Observations also revealed a heavy reliance on teacher centered whole group direct instruction. Few classrooms provided opportunities for high levels of student engagement through student collaboration, differentiated instruction, use of technology, or opportunities to learn about other cultures, etc. Only 28.5% of students responded that they agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs." Interviews indicated that supervisory feedback to improve professional practice was not always provided nor was it monitored for implementation.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Standard 3 – Teaching and Assessing for Learning	Standard Performance Level
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	**1.2**

Indicator		Source of Evidence	Performance Level
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	• Observations of classroom and school • Stakeholder interviews • Assessment documents • School curriculum documents • Principal Presentation • Course Descriptions • Self-assessment and other diagnostics • PLC meeting agendas • Executive summary • School Report Card • Stakeholder Survey data	2

Indicator		Source of Evidence	Performance Level
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	• Observations of classroom and school • Stakeholder interviews • Assessment documents • School curriculum documents • Principal Presentation • Self-assessment and other diagnostics • Executive summary • School Report Card • Stakeholder Survey data • PLC documents, observations • Walkthrough documents	1
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	• Observations of classroom and school • Stakeholder interviews • Assessment documents • School curriculum documents • Self-assessment and other diagnostics • Executive summary • Stakeholder Survey data • Walkthrough documents • Teacher lesson plans	1

Indicator		Source of Evidence	Performance Level
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	- Observations of classroom and school - Stakeholder interviews - Assessment documents - Principal Presentation - Self-assessment and other diagnostics - Executive summary - Stakeholder Survey data - PLC documents, observations - Walkthrough documents - Coaching documents	1
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	- Observations of classroom and school - Stakeholder interviews - Principal Presentation - Self-assessment and other diagnostics - Executive summary - School Report Card - Stakeholder Survey data - PLC documents, observations	2

Indicator		Source of Evidence	Performance Level
3.6	Teachers implement the school's instructional process in support of student learning.	- Observations of classroom and school - Stakeholder interviews - Assessment awareness documents (ACT/KOSSA/PLAN) - Principal Presentation - Self-assessment and other diagnostics - Executive summary - Stakeholder Survey data - PLC documents, observations - Walkthrough documents	1
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	- Observations of classroom and school - Stakeholder interviews - Principal Presentation - Self-assessment and other diagnostics - Executive summary - Stakeholder Survey data - Coaching documents	1

Indicator		Source of Evidence	Performance Level
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	- Observations of classroom and school - Stakeholder interviews - Stakeholder communications - Principal Presentation - Self-assessment and other diagnostics - Executive summary - School Report Card - Stakeholder Survey data - Examples of communications to families	1
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	- Observations of classroom and school - Stakeholder interviews - Stakeholder documents - Principal Presentation - Self-assessment and other diagnostics - Executive summary - Stakeholder Survey data	1

Indicator		Source of Evidence	Performance Level
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	- Observations of classroom and school - Stakeholder interviews - Principal Presentation - Self-assessment and other diagnostics - Executive summary - Stakeholder Survey data - Examples of report cards - PLC documents, observations	1
3.11	All staff members participate in a continuous program of professional learning.	- Observations of classroom and school - Stakeholder interviews - Principal Presentation - Self-assessment and other diagnostics - Executive summary - Stakeholder Survey data - PLC documents, observations - Walkthrough documents - Professional Growth Plans - Professional Development documentation	1

Indicator		Source of Evidence	Performance Level
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	• Observations of classroom and school • Stakeholder interviews • Principal Presentation • Self-assessment and other diagnostics • Executive summary • Stakeholder Survey data • Master Schedule • Home Visit documentation	1

Opportunities for Improvement

Indicator	Statement	Rationale
3.1	Develop and implement strategies to ensure meaningful differentiation of instruction in every classroom that can be consistently monitored, supported, and collegially fostered in Professional Learning Communities. Provide professional learning opportunities for all instructional staff on engaging, research-based instructional practices.	While some evidence exists to support challenging and equitable student learning opportunities in a limited number of classrooms, little evidence supports student "next level" preparedness. Most evidence indicated students in individual classrooms receive the same instruction with little or no differentiation of instruction. Classroom observations and student performance data suggest that instructional strategies and interventions are not adequate to meet the unique learning needs of all students.

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) "demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

Standard 4 – Resources and Support Systems	Standard Performance Level
The school has resources and provides services that support its purpose and direction to ensure success for all students.	**2.14**

	Indicator	Source of Evidence	Performance Level
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	• District policies/procedures • Self-assessment and other diagnostics • Principal's presentation • 30/60/90 day plan, CSIP • Executive Summary • Stakeholder Interviews	3

Indicator		Source of Evidence	Performance Level
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	- District policies/procedures - Self-assessment and other diagnostics - Principal's presentation 30/60/90 day plan, CSIP - Advisory Council agenda and minutes - Executive Summary - Stakeholder Interviews - Classroom and school observations - Survey data	2
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	- District policies/procedures - Self-assessment and other diagnostics - Principal's presentation 30/60/90 day plan, CSIP - Executive Summary - Stakeholder Interviews - Classroom and school observations - Survey data - Schedule of safety drills - Discipline data	2

Indicator		Source of Evidence	Performance Level
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	- District policies/procedures - Self-assessment and other diagnostics - Principal's presentation 30/60/90 day plan, CSIP - Executive Summary - Stakeholder Interviews - Classroom and school observations - Survey data	2
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	- District policies/procedures - Self-assessment and other diagnostics - Principal's presentation 30/60/90 day plan, CSIP - Executive Summary - Stakeholder Interviews - Classroom and school observations - Survey data - District Technology Plan	2

Indicator		Source of Evidence	Performance Level
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	- District policies/procedures - Self-assessment and other diagnostics - Principal's presentation 30/60/90 day plan, CSIP - Executive Summary - Stakeholder Interviews - Classroom and school observations - Survey data	2
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	- District policies/procedures - Self-assessment and other diagnostics - Principal's presentation 30/60/90 day plan, CSIP - Executive Summary - Stakeholder Interviews - List of services, programs provided to students - Classroom and school observations - Survey data	2

Opportunities for Improvement

Indicator	Statement	Rationale
4.2	Ensure that instruction time is fiercely protected by all school personnel.	Classroom observations revealed that not all staff teaches "bell-to-bell" and that instructional time is lost before and after class changes. While the school has implemented a "10-10" rule (no students allowed outside class during the first or last ten minutes of class), the degree to which this was consistently implemented was not evident. School walkthrough instruments are not used to monitor the protection of instructional time. Classroom observations reveal that many teachers began instruction well after class had begun; some instruction was ended before the conclusion of the class period.
4.3	Implement and monitor processes that will ensure that the school environment is safe, clean, and healthy for all students and staff.	The school recently implemented several strategies and initiatives to ensure a safe, clean, and healthy environment, as well as overall improvement in school culture. However, the degree to which implemented strategies and initiatives have impacted students' perception is minimal (25.77% of students agree/strongly agree with the statement "In my school, the building and grounds are safe, clean and provide a healthy place for learning.") Additionally, 11.1% of students agree/strongly agree with the statement "In my school, students respect the property of others."

Indicator	Statement	Rationale
4.4, 4.5	Create processes to better coordinate and evaluate the extent to which information resources are readily available to all students and staff. Ensure that media and information resources to support effective instruction and school operations are consistently provided and that school personnel collect data to help drive improvement in technology services, infrastructure, and equipment.	The school currently uses a district developed technology plan, updated in July 2012, which provides guidance related to technology resource allocation, goals for integration of technology into the instructional program, and evaluation of current technology resources. Classroom observations reveal that students have very little access to a digital learning environment (rated 1.5 on a 4.0 scale). Stakeholder interviews indicated that coordination of services and support between district and school was limited. Interviews and observations indicate that the degree to which school level technology support is readily available or accessible is limited.
4.6, 4.7	Develop strategies, including the creation of improvement plans, to monitor the effectiveness of student support services.	The school provides support services to meet the needs of all students in multiple ways (e.g., counseling, career planning, referral to outside services, Youth Service Center); however, the extent to which these services are regularly and systematically evaluated for effectiveness in meeting the needs of students and the school is not fully evident.

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 5 – Using Results for Continuous Improvement	Standard Performance Level
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	2

Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	• Observations of classroom and school • Stakeholder interviews • Assessment documents • Principal Presentation • Self-assessment and other diagnostics • Executive summary • 30/60/90 day plan and CSIP • Stakeholder Survey data • Evidence and Artifacts in Drop Box and Binders	2

Indicator		Source of Evidence	Performance Level
5.2	Professional and support staffs continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	• Observations of classroom and school • Stakeholder interviews • Assessment documents • PLC agendas and minutes • School curriculum documents • Principal Presentation • Self-assessment and other diagnostics • Executive summary • School Report Card • Stakeholder Survey data • 30/60/90 day plan and CSIP • Evidence and Artifacts in Drop Box and Binders	2

Indicator		Source of Evidence	Performance Level
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	- Stakeholder interviews - Principal Presentation - Self-assessment and other diagnostics - Executive summary - School Report Card - Stakeholder Survey data 30/60/90 day plan and CSIP - Evidence and Artifacts in Drop Box and Binders	2
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	- Stakeholder interviews - Assessment documents - School curriculum documents - Principal Presentation - Self-assessment and other diagnostics - Executive summary - School Report Card - Stakeholder Survey data 30/60/90 day plan and CSIP - Evidence and Artifacts in Drop Box and Binders	2

Indicator		Source of Evidence	Performance Level
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	• Stakeholder interviews • Assessment documents • School curriculum documents • Principal Presentation • Self-assessment and other diagnostics • Executive summary • School Report Card • Stakeholder Survey data • 30/60/90 day plan and CSIP • Evidence and Artifacts in Drop Box and Binders	2

Opportunities for Improvement

Indicator	Statement	Rationale
5.1	Ensure that data from a comprehensive student assessment system, including locally developed assessments, are used to evaluate the effectiveness of classroom instruction and ensure that assessments are consistent across departments and courses.	Interviews with students, staff, and administrators indicate that multiple measures of standardized assessment data are occasionally being analyzed for effectively improving student learning; however, locally developed, common assessments have not been systematically deployed, and those that have been created do not provide consistent measurement across departments and courses. A review of evidence and artifacts indicates that development and use of common assessments is not consistently implemented across all departments and courses.

Indicator	Statement	Rationale
5.3	Ensure that professional and support staff are trained in the evaluations, interpretation, and use of data.	Stakeholder interviews and a review of artifacts indicate that initial training has been provided by the Building Assessment Coordinator and administration on the interpretation and use of data. Additionally, evidence from the principal's presentation and other artifacts indicates a high rate of teacher turnover reported yearly. The degree to which the school is providing ongoing training for all teachers, administrators, and instructional support staff in evaluating, interpreting, and using data and ensuring consistent implementation is limited.
5.4	Develop a process for analyzing data to determine improvement of student learning, including monitoring to ensure readiness for and success at the next level.	Limited tools are being utilized for analyzing data to determine improvement in student learning (e.g., progress monitoring, formative assessments). Stakeholder interviews revealed that flexible grouping was implemented at the beginning of the year based on EPAS results. However, the degree to which additional assessments (e.g., common assessments) are being used to inform decisions about flexible grouping is minimal. Although informal processes do exist, related to initial placement into flexible groups, the extent to which a process for flexible grouping occurs in all courses throughout the year is limited.

Indicator	Statement	Rationale
5.5	Ensure effective communication with all stakeholder groups (e.g., students, teachers, parents, community members) to inform them about student learning and the achievement of school improvement goals.	A review of evidence and artifacts indicates some communication with stakeholders concerning student learning does exist; however, there is no evidence of consistency in how the communication is providing support to student learning or achievement of school improvement goals. Survey data reveals that less than half (42.9%) of students agree/strongly agree with the statement "My school shares information about school success with my family and community members." Interviews with parents and community members indicate an increased awareness of school culture and climate; however, the degree to which effective communication is occurring, related to conditions that support student learning (e.g., flexible grouping, grading policies), is somewhat limited.

Part II: Conclusion

Summary of Diagnostic Review Team Activities

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

The Diagnostic Review team met virtually on February 12, 2013 to begin a preliminary examination of Christian County High School's Internal Review Report and determined points of inquiry for the on-site review. Team members arrived in the district on Sunday, February 24, 2013 and concluded their work on Wednesday, February 27, 2013.

Christian County High School leaders carried out the Internal Review process as directed, and in keeping with the developed timeline. Stakeholders, including students, parents, and community members were candid in their responses to Diagnostic Review team members. The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School Leaders*	11
Advisory Council Members	4
Teachers and Support Personnel	18
Parents and Community Members	12
Students	51
TOTAL	96

*includes Educational Recovery Staff

The Diagnostic Review team also conducted classroom observations in 61 classrooms, using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Overview of Findings

The leadership of Christian County High School has taken steps to move the culture of the school away from a situation of compliance and toward a "Together We're Better" approach, i.e., creation of a leadership team and a Student Voice Group, building stakeholder engagement through various school culture activities, incorporation of Professional Learning Communities, and maintaining an internal assessment system (e.g., common assessments, Measures of Academic Progress). Stakeholder interviews and a review of the previous Leadership Assessment revealed an abundance of positive changes in school culture through initiatives established by the principal. Observations and interviews with parents, teachers, and staff suggest that these initiatives have significantly improved the climate and culture of the school,

in comparison to previous years. Several important achievements were noted, including: improved student attendance rate, a decrease in behavior referrals, a decrease in the number of suspensions, 56.9% of students scored Proficient or Distinguished in math (Algebra II), and College and Career Readiness increased from 24% to 46% over the past two years. However, composite ACT scores from 2011 to 2012 remained relatively the same.

Classroom and school observations revealed an orderly school in which students were generally compliant to teacher and staff instructions and behavior expectations. Evidence suggests that the improvement of conditions that support learning has been the focus of school leadership and that these efforts have been effective in establishing a school climate where learning can occur. The Diagnostic Review team commends the faculty and administration for their efforts in improving the climate for learning and the creation of frameworks that foster collaboration among the professional staff. The degree to which school leaders have established procedures and practices that clearly promote and support improved student performance and school effectiveness is not consistently apparent.

A system that ensures all students have access to the approved curriculum through challenging and equitable learning activities has not yet been fully developed. School leaders recognize the need to build capacity among the faculty to deliver a rigorous and aligned curriculum through assessment and instructional strategies that are highly engaging and offer opportunities for students to learn in various ways that will ensure student mastery. However, the team found little or no evidence to suggest that the school's curriculum, assessment, and instructional practices are monitored and adjusted systematically in response to multiple sources of data. The degree to which improvement planning initiatives have resulted in improved academic performance is limited. School leaders will need to continue building understanding and support for the direction of the school among all stakeholders, developing systems to monitor the results of improvement initiatives, and making necessary changes to ensure progress towards school targets.

The Opportunities for Improvement and Improvement Priorities should not be seen as an indictment of the school's efforts, but as a roadmap to build upon the work that has been done thus far.

Standards and Indicators Summary Overview

Standard 1 – Purpose and Direction
• The school has engaged in an informal process to develop a purpose statement with evidence of participation by some stakeholder groups (Student Voice group). The emphasis on creating and maintaining a positive culture of achievement is evident in communication among leadership, staff, and students throughout the school.
• School leadership maintains high expectations for professional practice, but classroom observation and walkthrough data indicate that quality instructional practices are inconsistent. Some challenging educational programs and equitable learning experiences have been implemented, but may not extend to all classrooms.
• The principal has implemented and emphasized three cornerstones of *culture*, *structures*, and *instruction* in an effort to encourage teachers to remain focused on elements of school improvement. The team found significant improvement in *culture* and some *structures* for improvement have been implemented. However, the implementation of strategies to improve *instruction* was still in the beginning stages.
• Professional Learning Community (PLC) meeting minutes indicate that meetings are focused on classroom instruction and that student work analysis is conducted at most meetings. The Comprehensive School Improvement Plan (CSIP) contains action planning, identifying measureable objectives, strategies, activities, resources, and timelines for achieving improvement goals. There was evidence of involvement from stakeholder groups in CSIP development. Data on school and student performance is routinely collected. Data boards were used to track 12th grade College/Career Readiness (CCR).

Standard 2 – Governance and Leadership
• Council authority changed to an advisory capacity, but the principal is "going on with business as usual" in conducting SBDM advisory council meetings (without updated written policies). Some practices and procedures (while informal and not documented) are being implemented to improve teaching and learning on a limited basis.
• The school has a unique "Blue Coats" structure designed to help ensure equity in enforcing behavior expectations especially during transitional times throughout the day.
• Multiple groups (e.g., Advisory Council, leadership team, expanded leadership team) have been established to solicit input and act as a sounding board when making school decisions; however, delineation between roles and responsibilities of these groups is not clear.
• While leaders have established high expectations for staff and students, all staff is not implementing practices which exhibit those expectations, due to limited monitoring.
• Leadership provides limited opportunities for stakeholders to shape decisions, provide feedback, work collaboratively on school improvement efforts, and engage in some leadership roles. Stakeholder participation and engagement in the school occurs on a limited basis.

Standard 2 – Governance and Leadership

- School leadership adheres to the district certified evaluation process. The results of the supervision and evaluation processes are sometimes used to monitor and effectively adjust professional practice and improve student learning.

Standard 3 – Teaching and Assessing for Learning

- While some evidence exists to support challenging and equitable student learning opportunities in individual classrooms, little evidence supports preparation for next levels of curriculum and instruction. Most evidence indicated students in individual classrooms receive the same instruction with little or no differentiation of instruction.

- School personnel meet in course-alike groups to informally discuss course objectives and formally discuss student assessment data (e.g., common assessment, MAP, PLAN). Informal discussions sometimes occur during these group meetings, resulting in horizontal alignment, consistent reflection on, and appropriate revision of, curriculum, instruction, and assessment practices. However, little evidence of administrative support and monitoring of this informal process exists.

- Evidence suggests teachers occasionally encourage and promote student collaboration during in-class activities. However, these activities do not always promote higher-order thinking. Students rarely use technology as resources for learning (e.g., calculators, cell phones as poll response tools). While some teachers attempt to engage students in problem-solving and analytical thinking, most teachers rely heavily on whole group direct instruction and lower-level instructional activities (e.g., copying notes from teacher-read PowerPoint presentations, defining vocabulary words).

- Kentucky Teacher Internship Program (KTIP) documents and ER staff walkthrough instrument demonstrated that some monitoring of instructional effectiveness does occur. Descriptive feedback provided to teachers is culture based and does not result in improved professional practice. Some evidence suggested that teachers were not regularly monitored using the walkthrough instrument by their assigned administrator.

- Professional Learning Communities (PLC) meet formally and informally with the principal and department leaders. Interviews with teachers indicated support for the PLC concept; however, most are also unfamiliar with the tenets of true, meaningful PLCs. Evidence suggests that the principal has communicated marginal amounts of PLC research, but most PLC participants cannot communicate these concepts. Teachers attribute the success of higher-functioning PLCs to the principal's school culture-shift, and not on any formal PLC training or professional development. No evidence exists to demonstrate intentional administrative monitoring of PLC procedures or products. Consistent PLC norms/protocols do not exist.

- Some teachers provide effective descriptive feedback on student work. However, very little evidence suggests that students view models of good work. Additionally, most student feedback is minimal and superficial, communicating little more than a final grade with no suggestions for improvement or encouragement.

Standard 3 – Teaching and Assessing for Learning

- Few personnel are engaged in mentoring, coaching, and teacher induction programs for new and/or novice teachers. There are no continuous processes or protocols for introducing and coaching staff members regarding the school's values, beliefs, and practices about teaching, learning, and the conditions that support learning, with the exceptions of the KTIP process and a 3-hour professional development session that is held prior to the beginning of school each year. Few teacher leaders participate in coaching and mentoring peers. There is a coaching framework used primarily by the principal; however, this information has not been imparted to the rest of the leadership team for use, nor was documentation provided. Based on interviews with stakeholders, the principal is the sole catalyst for instructional improvement. Limited capacity has been built in the instructional leadership team with regard to positively impacting conditions that support effective teaching and learning.

- Sporadic programs that engage families in their children's education are available, but are mostly centered on extracurricular events, such as football tailgating and school culture-building events. Interviews and a review of artifacts suggest that school personnel provide infrequent opportunities and information about children's learning.

- Common grading and reporting practices are rarely implemented across grade levels or courses, and are not well understood by stakeholders. Interviews with teachers and students revealed inconsistencies in grading policies and procedures. No process for evaluation of grading and reporting practices is evident.

- Classroom observations reveal that the use of instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills is infrequent. Teachers seldom personalize instructional strategies or provide differentiated instruction. Teachers rarely use instructional strategies that require students to apply knowledge and skills, integrate content with other disciplines, or use technologies as instructional resources and learning tools.

Standard 4 – Resources and Support Systems

- Material and fiscal resources appear to be adequate to support the purpose and direction of the school. However, classroom and school observations revealed that instructional time is not always protected by teachers. Students were not always required to engage in learning activities from bell-to-bell.

- Observations and interviews revealed that maintenance of facilities was adequate to maintain a safe, clean, and healthy learning environment. However, survey data suggested the maintenance of a safe, clean, and healthy environment for learning is not always evident (25.77% of students agree/strongly agree with the statement "In my school, the building and grounds are safe, clean and provide a healthy place for learning.")

- Evidence revealed that while students have access to media, information, and technology resources, the integration of technology into a digital learning environment was limited.

- Student support services are in place (i.e., counseling, Youth Services Center, career planning, etc.); however, there is a lack of systematic monitoring of program effectiveness.

Standard 5 – Using Results for Continuous Improvement

- The school has an established student assessment system that provides data from multiple assessment measures about student learning and school performance. Not all locally developed common assessments are proven reliable and bias free, and the degree to which the system is regularly evaluated for effectiveness and improving instruction is unclear.

- Informal procedures have been established to collect, analyze, and use student assessment data. However, the degree to which these data are used to evaluate continuous improvement plans to improve student learning and instruction is minimal.

- The school has established informal procedures to determine improvement in student learning, including readiness for and success at the next level. The degree to which these procedures are consistently implemented across all grade levels and courses is not evident.

- School leaders randomly monitor information about student learning and the conditions that support student learning. Foundations are being formed to build competency and trust in using data to make decisions; however, the degree to which this information is effectively communicated to all stakeholders is not fully evident.

Learning Environment Summary

During the on-site review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Diagnostic Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The results of the 61 classroom observations the team conducted using the ELEOT provided insights into teaching and learning in classrooms across the school. However, school leaders are encouraged to engage in a more comprehensive analysis of the Effective Learning Environments Observation data.

The team used these results to confirm, refute, substantiate, and/or validate data gathered from other sources, including reports, interviews, meeting minutes, surveys, and resource materials.

The ELEOT data findings from Christian County High School of greatest concern include two items with mean ratings of 1.9 each, focused on creating (1) an environment of high expectations for learning and (2) an environment which provides progress monitoring and feedback. Associated with high expectations, there was little evidence that students had access to exemplars of high quality work, were engaged in rigorous coursework, discussions, and tasks, and were being asked to respond to questions that required higher order thinking. The degree to which students are being appropriately challenged and are required to engage in activities that require the use of higher order thinking skills appears to be limited. Associated with progress monitoring and feedback, there was little evidence that teachers were formatively assessing student mastery of standards or providing specific descriptive feedback in order to improve student performance. However, opportunities for students to learn about their own and other's backgrounds, cultures, or differences were limited, as were instances in which teachers provided differentiated learning opportunities and activities. Most observations

revealed that instruction was whole group, teacher-centered, and lecture supported with print materials.

The existence of a well-managed learning environment was in evidence (mean rating = 2.5) through the vast majority of classroom observations. In general, the team found students throughout the school to be well behaved, friendly, and compliant with teachers' directions. Classrooms were mostly orderly during transition times. Some student "off task" behavior was observed in a few classrooms which appeared to be a function of the teacher's low or unclear expectations for behavior or engagement.

Likewise, a supportive learning environment and active learning environment were somewhat evident in most classrooms (mean ratings = 2.3). Observers noted some instances of students engaging in content-based discussions with teachers and other students and occasionally making connections to real-life experiences. Most students appeared to have a basically positive attitude toward learning; however, the obvious distraction of cell phones and other electronic devices in most classrooms hindered supportive, active learning as well as student engagement with instruction.

Evidence of teachers creating an equitable learning environment was observed less often (mean rating = 2.1). Observers saw inconsistent examples of students demonstrating knowledge through multiple modalities, actively learning through group activities, self-correcting activities or teachers creating activities that allow students to share how the content was relative to their backgrounds or the backgrounds of their peers.

For the use of technology for deepening teaching and learning, ELEOT results (mean rating = 1.4) indicated that there was little to no observational evidence that this was being implemented throughout the school. There were very few instances where students were observed using technology for the purposes of higher order learning (e.g., conducting research or solving problems). Although some teachers used technology, it was mostly for lower order functions (e.g., projector and white board).

Improvement Priorities

Indicator	Statement	Rationale
2.1, 2.2	Engage in activities that will foster capacity of the Advisory Council to effectively lead and carry out its role when reinstated as an SBDM Council in the future. Utilize available Kentucky Department of Education and district resources to formulate guidelines and procedures for the operation of the Advisory Council.	The school has adopted some practices which support and promote the school's purpose and direction, but most of these practices have never been formalized as official written policies, practices, or procedures of the school. Stakeholder interviews and a review of artifacts indicate that the Advisory Council receives informational updates on school improvement efforts and is sporadically providing input; however, the degree to which the Advisory Council has provided meaningful participation in school-wide decision making is minimal. Based on interviews with stakeholders, the Advisory Council is not effectively engaged in leadership capacity-building activities.
3.2, 3.4	Develop processes to vertically and horizontally align curriculum to ensure that curriculum, instruction, and assessment are effectively monitored and adjusted systematically, using data from multiple assessments of student learning and examination of professional practice.	Documents, artifacts and stakeholder interviews reveal that the school has engaged in some vertical and horizontal curriculum planning. However, the degree to which the school has developed effective processes for adjusting curriculum, instruction, and assessment practices is not fully evident. Documentation and interviews did not confirm the existence of equivalent learning expectations in all courses and classes. Survey responses revealed that 59% of students agree/strongly agree with the statement, "My school provides me with a challenging curriculum and learning experiences." Evidence from walkthrough data indicates that some monitoring of instructional practices occurs; however, the feedback provided is anecdotal and is limited in providing specific, descriptive feedback for the improvement of professional practice.

Indicator	Statement	Rationale
3.3	Develop new strategies to help teachers engage students in learning through instructional strategies that ensure achievement of learning expectations.	Classroom observations revealed that instructional strategies that require students to collaborate, engage in self-reflection, and develop critical thinking skills are seldom used. Students rarely employ technology resources for learning (e.g., calculators, cell phones as poll response tools, iPads). Classroom observations rated Active Learning Environment at 2.2 out of 4, suggesting that students are not engaged in rigorous academic activities, discussions, thinking, or problem-solving, etc. While some teachers attempted to engage students in problem-solving and analytical thinking, most teachers relied heavily on whole group direct instruction and lower-level instructional activities. Although administration indicates a desire for instruction to be more student-centered than teacher-centered, evidence from interviews and observations do not support progress toward this goal.
3.5	Establish Professional Learning Community (PLC) protocols and norms to ensure that all departmental collaborative communities operate according to the same procedures and expectations. Monitor and support PLC work and provide appropriate descriptive feedback on PLC effectiveness.	Evidence from PLC documentation, PLC meeting observation, and stakeholder interviews indicates that school leaders are participating and providing some support for PLC structures and meetings. However, protocols and norms ensuring that all departmental PLC meetings operate according to the same expectations and procedures have not been established. Additionally, leadership is not effectively monitoring the results of PLC work to ensure that PLC groups are engaging in activities including using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching to improve instruction and student performance.

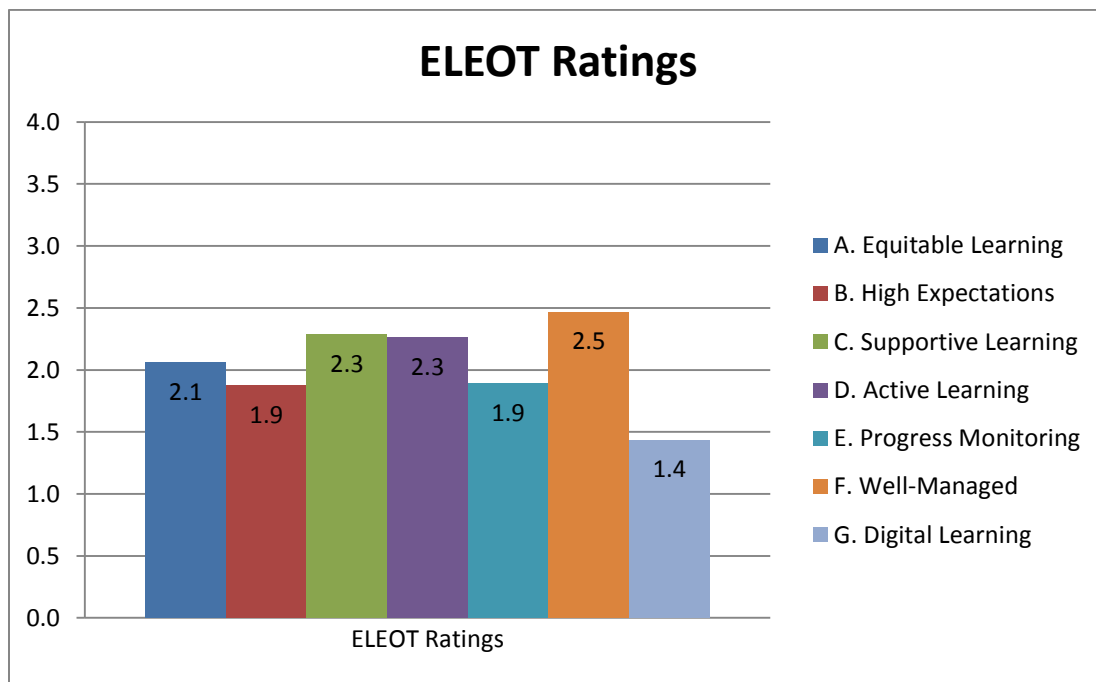| Indicator	Statement	Rationale
3.6	Develop a school instructional process that is consistently implemented in all classes to clearly inform students of learning expectations and standards of performance. Ensure that students are provided exemplars to guide and inform their work. Ensure that multiple measures, including formative assessments, are provided to inform ongoing modifications of instruction and provide data for possible curriculum revision. Further ensure that students are provided specific and immediate feedback about their learning.	Observations and interviews did not reveal the existence of an instructional process that clearly informs students of learning expectations and standards of performance. Some teachers provide effective descriptive feedback on student work. However, very little evidence suggests that students are provided with exemplars to guide their work. Additionally, interviews and a review of artifacts revealed that most student feedback is minimal and superficial, communicating little more than a final grade with no descriptive feedback for improvement or encouragement.
3.7	Implement systemic and systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning.	Evidence from interviews and documentation indicates that few school personnel are engaged in mentoring, coaching, and teacher induction programs for new and/or beginning teachers. Additionally, there was no evidence indicating the existence of continuous processes or protocols for informing staff members about the school's values, beliefs, and practices about teaching, learning, and the conditions that support learning, other than those required by Kentucky Teacher Internship Program and a 3-hour professional development on school culture at the beginning of the year.
3.8	Expand opportunities to meaningfully engage families in their children's educational and learning experiences. Evaluate the effectiveness of such programs and ensure that families have multiple ways of staying informed of their children's learning progress.	Evidence from interviews and a review of artifacts revealed that the school provides some intentional programs to engage families in their children's education. Most programs are centered on extracurricular events, such as football tailgating and school culture-building events, and are not designed to regularly inform families of their children's learning progress. Evidence did not reveal that the school has policies and procedures in place to monitor the effectiveness of these programs.

Indicator	Statement	Rationale
3.9	Create an advocacy structure whereby each student is well known by at least one adult who serves as an advocate for the student's needs regarding learning, thinking and life skills.	Student interviews revealed that not all students have opportunities to build long-term interactions with school personnel regarding learning, thinking, and life skills. While some structures have been implemented (e.g., one-on-one benchmark meetings, home visits, administrator-student meetings, Blue Coats), they are not part of a regular, intentional, and supportive advocacy structure. Survey results indicate that only 43% of students agreed/strongly agreed with the statement "My school makes sure that there is at least one adult who knows me well and shows interest in my education and future."
3.10	Examine the effectiveness of grading and reporting practices to ensure that grades are based on attainment of content knowledge and skills and grading practices are consistently implemented across grade levels and courses. Develop strategies to monitor and communicate grading practices to all stakeholders.	Evidence from documents, artifacts, and interviews reveal that current grading and reporting practices are based on policies established by the Christian County Board of Education; however, the extent to which grading practices reflect a student's attainment of content knowledge and skills is minimal. Additionally, there was no evidence to suggest that grading practices are monitored or formally and regularly evaluated or communicated to stakeholders.
3.11	Ensure that all staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's instructional purpose and direction and is based on instructional needs assessment data, walkthrough data, student performance data and the individual instructional needs of teachers.	The degree to which professional learning is aligned with the school's instructional purpose and direction and that data are used to identify school and teacher professional learning needs is not evident. Evidence from interviews and a review of artifacts indicates that few staff members participate in continuous professional development opportunities which address the needs of the school and builds capacity among staff members in improving instruction and student learning. Professional development opportunities are not systematically evaluated for effectiveness and alignment to school improvement goals.

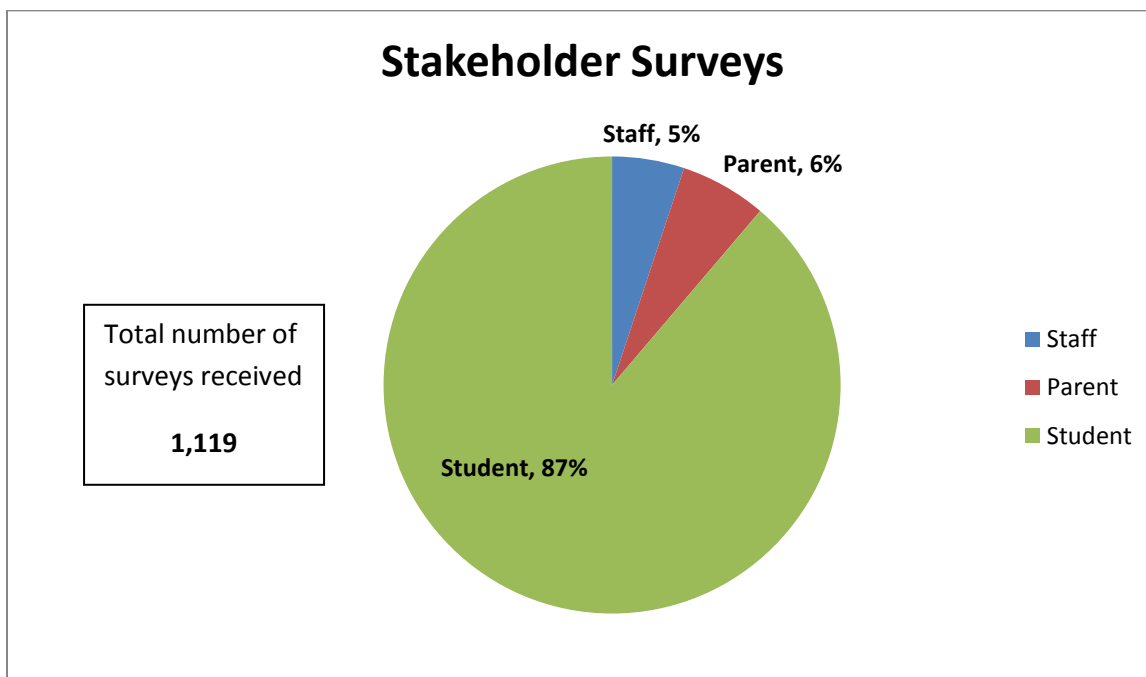| Indicator	Statement	Rationale
3.12	Examine the effectiveness of learning support services provided by the school to meet the unique learning needs of students. Use data from this examination to align and improve learning support services with the school's purpose and direction.	Evidence from interviews and observations and a review of artifacts revealed that school personnel identify some groups of students with unique learning needs, based on data such as students who have not reached EPAS benchmarks. School personnel are also providing some learning support through "flexible grouping" opportunities within the scheduling process. However, survey results indicate that only 29% of students agree/strongly agree with the statement "All my teachers change their teaching to meet my learning needs." Additionally, survey results indicate that only 47% of students agree/strongly agree with the statement "My school provides learning services for me according to my needs." Evidence of professional development opportunities focused on addressing the unique learning of students is very limited.
5.2	Develop and consistently use systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources.	Stakeholder interviews indicate that data are disaggregated by administrators, instructional coaches, and the ER team, and provided to the teachers in meetings. There are some processes and procedures for utilizing trend data. The school master schedule provides time for common planning among grade level/common course teachers. Current data collected is limited to standardized student assessment data (e.g., EOC, EPAS, MAP). The extent to which other data (e.g., common assessments, formative assessments) is being used to improve student learning, instruction, the effectiveness of programs, and organizational conditions is not clearly evident.

Part III: Addenda

Diagnostic Review Visuals

Average learning environment ratings
from all observations

ELEOT Ratings

Legend:
- A. Equitable Learning
- B. High Expectations
- C. Supportive Learning
- D. Active Learning
- E. Progress Monitoring
- F. Well-Managed
- G. Digital Learning

Values: 2.1, 1.9, 2.3, 2.3, 1.9, 2.5, 1.4

Percentages of stakeholder groups
that completed the surveys

Stakeholder Surveys

Staff, 5%

Parent, 6%

Total number of
surveys received

1,119

Student, 87%

- Staff
- Parent
- Student

Self-Assessment performance level ratings

Indicator Assessment Report		
Indicator	School Rating	Review Team Rating
1.1	4	2
1.2	3	2
1.3	3	2
2.1	2	2
2.2	1	2
2.3	4	2
2.4	3	2
2.5	3	2
2.6	2	2
3.1	2	2
3.2	2	1
3.3	3	1
3.4	1	1
3.5	4	2
3.6	3	1
3.7	2	1
3.8	2	1
3.9	2	1
3.10	3	1
3.11	4	1
3.12	3	1
4.1	1	3
4.2	2	2
4.3	4	2
4.4	2	2
4.5	2	2
4.6	3	2
4.7	4	2
5.1	2	2
5.2	1	2
5.3	3	2
5.4	3	2
5.5	3	2

Percentage of Standards identified as
Improvement Priorities

Improvement Priority Report
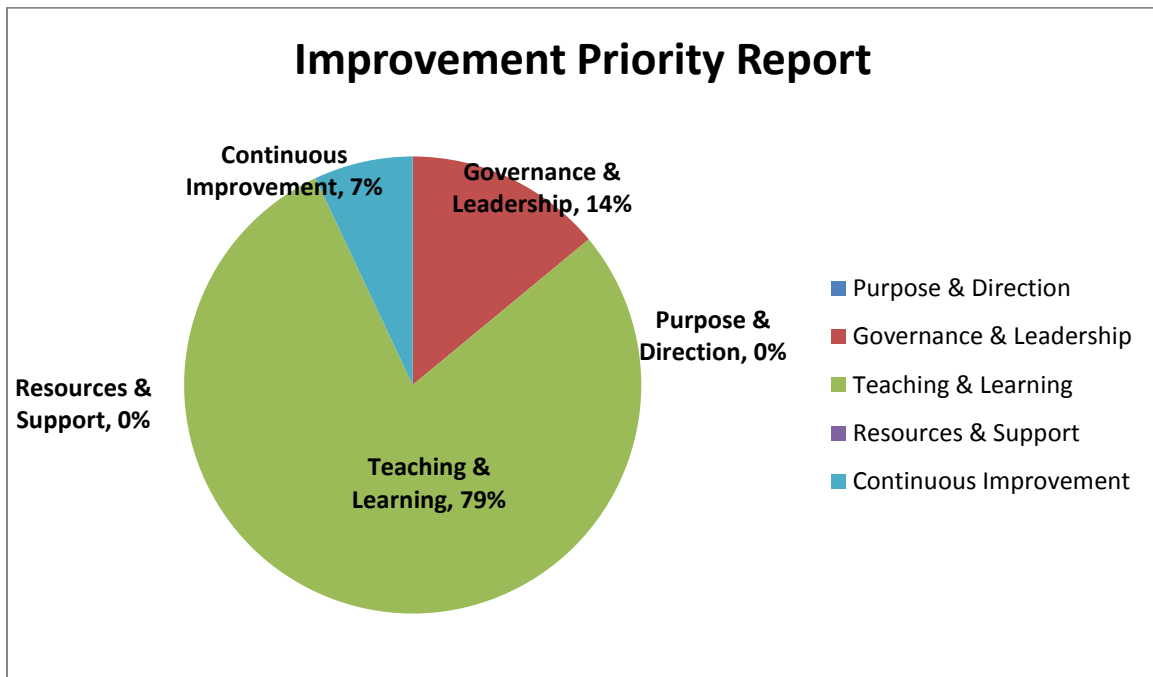
Average ratings for each
Standard and its Indicators
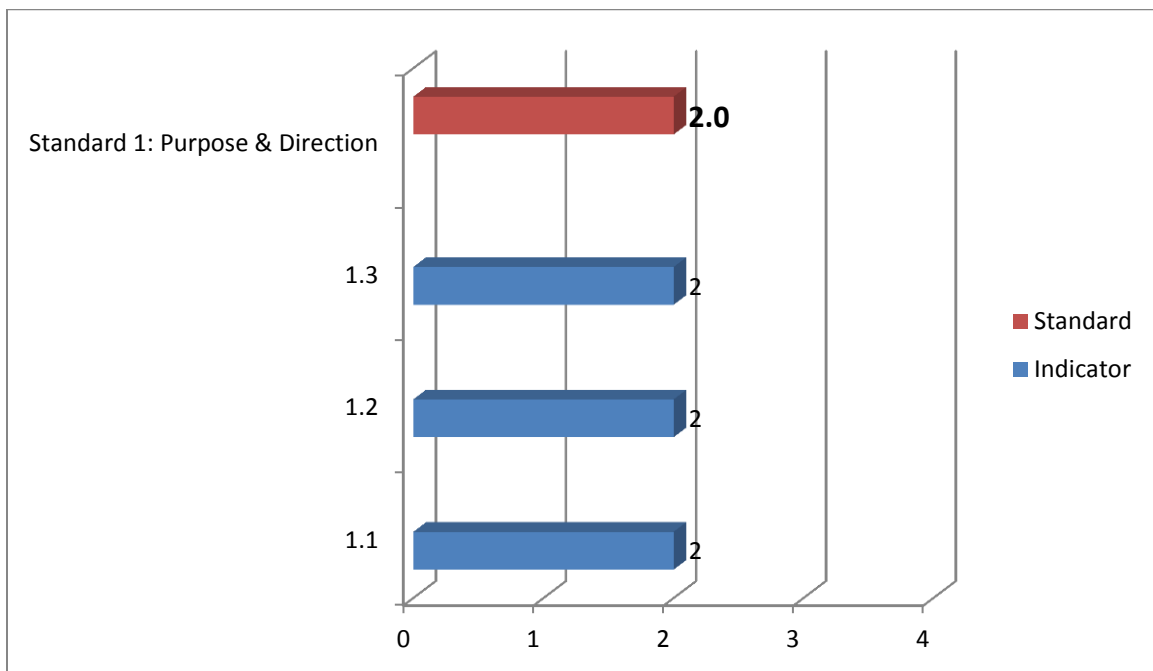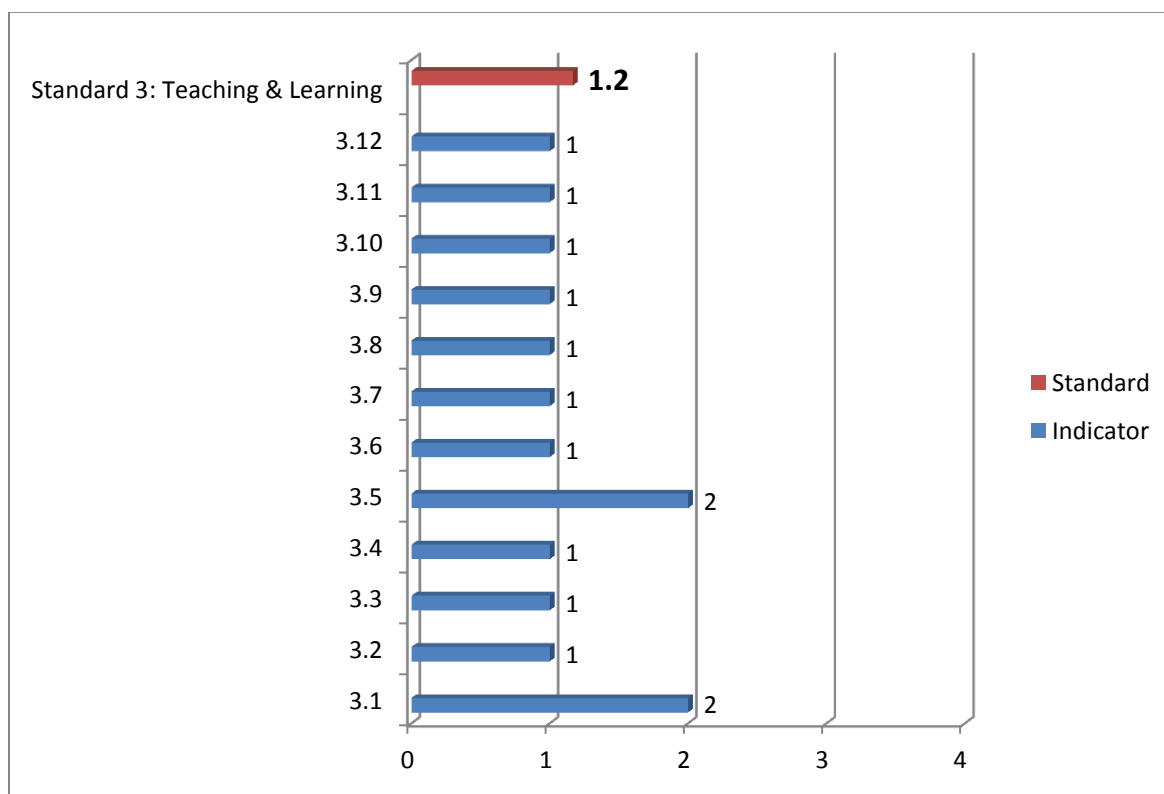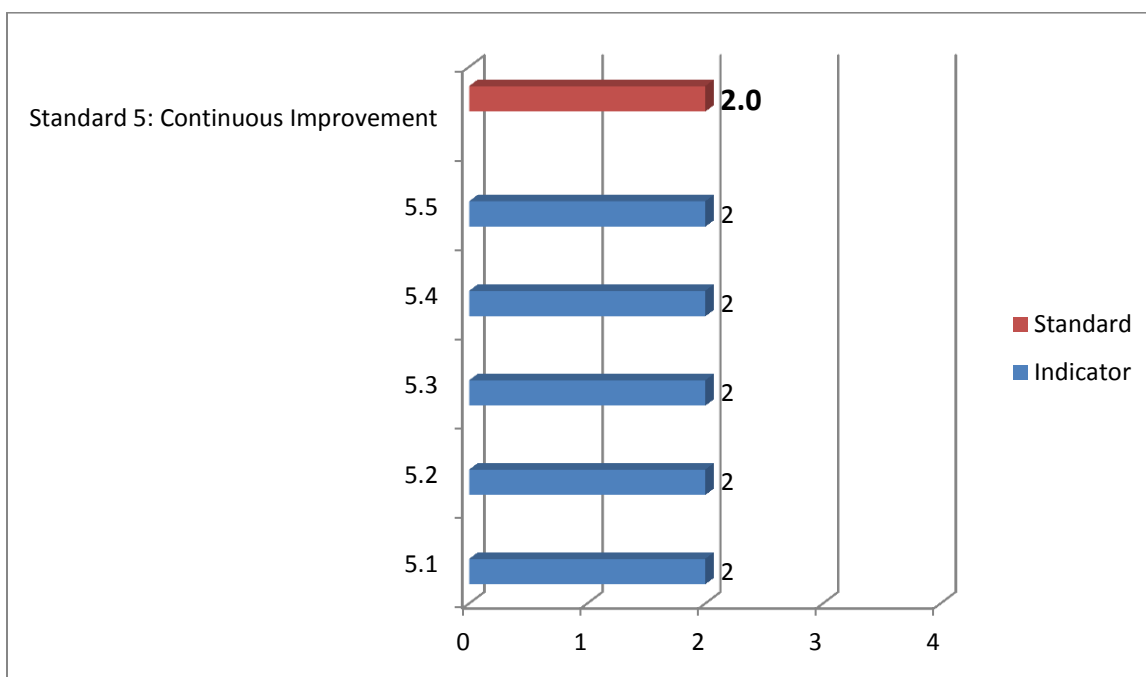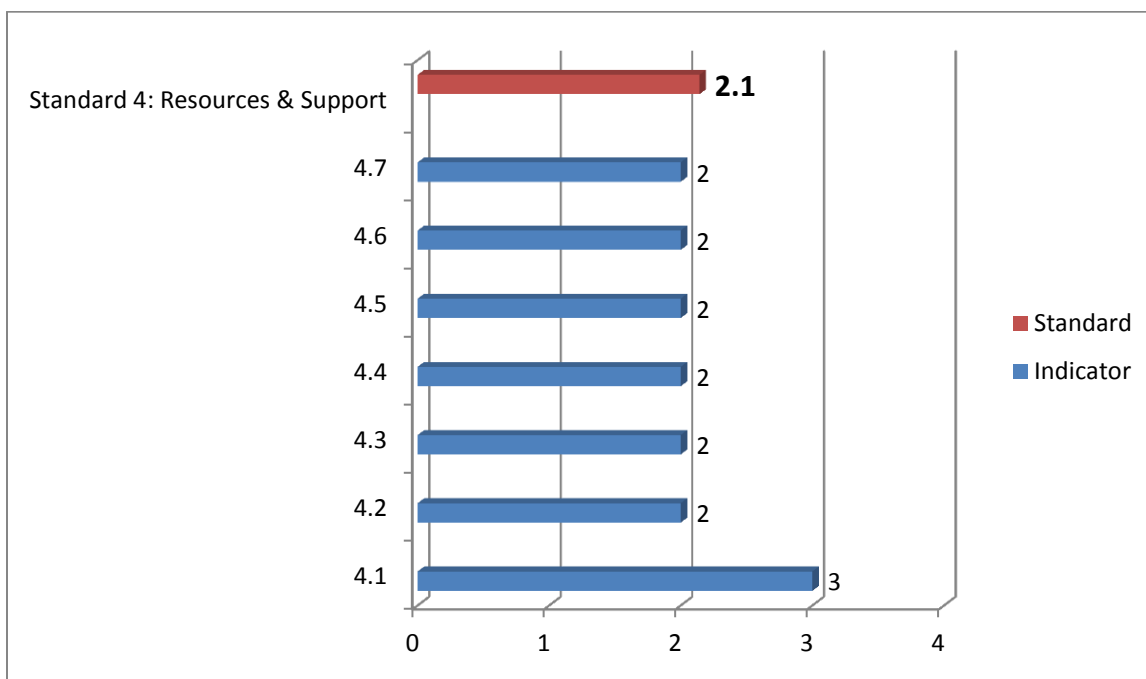
2013 Leadership Assessment/Diagnostic Review Addendum

Christian County High School 2011 Leadership Assessment Report Identified Deficiencies

Deficiency 1:
The principal and school council have not adequately addressed the learning deficiencies of struggling students in reading and math to meet the goals of No Child Left Behind.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
- Observations of classroom and school
- Master schedule
- Interviews with administration, staff, students and parents
- artifacts in binders and Drop Box including Christian County High School 2012 School Report Card
- Self-assessment and other diagnostics
- Principal's presentation

Comments:
Advisory Council members and leadership have expressed the need for instruction throughout the school to more effectively address individual student needs. Accordingly, the master schedule for this year shows inclusion of intervention classes to address skill deficiencies in reading and math, but not at all grade levels or ability levels or in all subject areas. Review of documentation and interviews reveal that staffing and course offerings have not been maximized to ensure that all students who are in need of intervention will actually receive it. The extent to which Career and Technical Education options have been maximized for students meeting benchmarks and completing a Career and Technical Education pathway are limited. (Currently, CCHS has worked to create structures to get more students enrolled in career pathways and to support completion of that pathway to be eligible for the KOSSA exam and potential "career ready" status upon graduation. CCHS has 26 career pathway options for students currently.). Flexible grouping practices have been put into place to address the needs of students, but limitations in the master schedule will not allow true flexibility after students reach benchmark. Leadership has implemented a walkthrough process to monitor instructional practices such as elements of effective instruction (Clear set induction, Purpose and Processing, Questioning and Think time - CPPQT). The walkthrough document does not consistently provide specific descriptive feedback regarding differentiation of instruction.

Deficiency 2:
The principal has not ensured that teachers use varied, authentic and rigorous instructional strategies to meet the unique needs of all students and engage them in challenging learning experiences.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
X	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
- Observations of classroom and school
- Master schedule
- Interviews with administration, staff and students
- Artifacts in binders and Drop Box including Christian County High School 2012 School Report Card
- Self-assessment and other diagnostics
- Survey data from parents, student and staff
- Executive Summary
- Principal's presentation

Comments:
Christian County High School has not formalized a Response to Intervention plan to address the needs of struggling students. Although CPPQT has been partially implemented, monitoring for implementation and effectiveness in increasing student performance is not provided. Classroom observation data indicated that the High Expectations Learning Environment was rated at a 1.9 on a 4 point scale, the second lowest overall rating for the school. In addition, observations also indicated that:
- there are few opportunities for students to respond to questions that require higher order thinking,
- students are not provided exemplars of high quality work,
- engagement in rigorous coursework, discussions and tasks were very limited,
- lesson plans are not systematically monitored by leadership,
- most teachers continue to use only whole-group instructional strategies for delivery of the curriculum,
- the Active Learning Environment received a rating of 2.3 on a 4 point scale suggesting that the degree to which students are actively engaged in learning activities is limited.

Deficiency 3:
The principal does not ensure school council policies and procedures and instructional processes are implemented in a timely and consistent manner.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
X	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
- Observations of classroom and school
- Interviews with administration, staff, and students
- Artifacts in binders and Drop Box including Christian County High School 2012 School Report Card
- Self-assessment and other diagnostics
- Survey data from parents, student and staff
- Executive Summary
- Principal's presentation
- TELL Survey results 2010

Comments:
Christian County High School currently has an Advisory Council in place. The Advisory Council (1) serves as a "sounding board" for the administration on a variety of topics including budget and staffing; (2) provides some feedback to the administration regarding school operations; (3) participates in the interviewing of new staff. Existing SBDM policies are not used to govern the school, and interviews consistently revealed that the Advisory Council does not conduct business in a formalized way, i.e., meeting agenda, minutes, and so forth. Documentation and interviews did not indicate how school policies, procedures, and practices are determined. The involvement of the Superintendent and district leadership in the development of policy and practice is not evident based on documentation and interviews. Interviews reveal that ineffective SBDM policies from years past may be contributing to negative attitudes among school leaders regarding policy development, revision and implementation currently. Review of documentation and interviews indicate that formalized procedures or practices affecting teaching and learning have not been implemented. The extent to which the Advisory Council is involved in the planning and implementation of the school's improvement plan is not evident based on documentation and interviews.

Deficiency 4:
The principal has not fostered a culture of respect with high expectations for all.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
- Observations of classroom and school
- Interviews with administration, staff and students
- Artifacts in binders and Drop Box including Christian County High School 2012 School Report Card
- Self-assessment and other diagnostics
- Survey data from parents, student and staff
- Executive Summary
- Principal's presentation
- TELL Survey results 2010

Comments:
During the last two years, the principal has been successful in building a more positive culture, and has made improvement in climate and culture the "number one" cornerstone of CCHS's school improvement initiatives. At the beginning of the 2011-2012 school year, the school had a very concentrated approach to learning about and understanding the culture of the building which included:
- Creation of a Student Voice Group
- Hiring of "Blue Coats" to help ensure equity for students in the enforcement of behavior expectations especially during transitional time
- "Together We're Better" mantra created during Student Voice Group meeting
- Implementation of strategies from the Harry Wong book: ***The First 100 Days of School***
- The incorporation of student academic achievement rewards with student trips and celebrations for both teachers and students

Although significant and well documented improvements have been made in the overall culture of the school, with specific regard to the areas of "respect" and "high expectations," only slight improvements have occurred. Classroom observation data indicated that the High Expectations Learning Environment was rated at a 1.9 on a 4 point scale, the second lowest overall rating for the school. Additionally, some classrooms observations revealed incidences of overt disrespect between teachers and students and numerous incidences of passive disrespect (e.g., refusing to remove earbuds, put cell phones/electronic devices away when instructed by teachers during instructional time, and a disregard for expectations for being punctual to class). 40% of students responded that they disagree/strongly disagree with the statement "In my school, all students are treated with respect." 49% of students responded that they disagree/strongly disagree with the statement "In my school, students treat adults with respect." 61% of students responded that they disagree/strongly disagree with the statement "In my school, students respect the property of others."

Deficiency 5:

The school council and principal have not implemented an effective system for monitoring, documenting and ensuring accountability for all programs and personnel.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
X	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
- Observations of classroom and school
- Interviews with administration, staff and students
- Artifacts in binders and Drop Box including Christian County High School 2012 School Report Card
- Self-assessment and other diagnostics
- 30/60/90 Day Plan/CSIP
- Survey data from parents, student and staff
- Executive Summary
- Principal's presentation

Comments:
The principal and administrative staff have implemented a school walkthrough process, and evidence has been provided to indicate that the district's personnel evaluation system, which is primarily based on classroom observations, is being implemented. Classroom and school observations as well as student performance data does not indicate the existence of an effective monitoring system that ensures instructional effectiveness, consistent implementation of the approved curriculum, implementation of an instructional process that informs students of learning expectations, etc., across all areas of the school. Systematic examination of student work, lesson or unit plans, formative assessment data, is not evident based on documentation and interviews. While school leadership has been successful in establishing a climate and culture that supports student learning, documentation, interviews and classroom observations indicate that the extent to which staff supervision and evaluation process result in improved professional practice and student success is limited.

Deficiency 6:
District leadership and the newly hired principal have not built capacity within the learning community to provide effective leadership to move the school toward proficiency.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
- Observations of classroom and school
- Interviews with administration, staff and students
- Artifacts in binders and Drop Box
- Self-assessment and other diagnostics
- Survey data from parents, student and staff
- Executive Summary
- Principal's presentation

Comments:

Evidence of well-coordinated and systemic school and district efforts to build the capacity of the faculty to significantly increase student performance levels are very limited.

- PLC implementation, support, and monitoring have been only marginally effective in creating functional PLC's based on documentation, interviews, observations and review of data. Current processes/protocols do not ensure that student performance and improvement in instructional practices are a focus to ensure that improvement in performance actually occurs.
- Support for implementation and monitoring of the school walkthrough process has yielded mixed results. The process is being carried out with some regularity but appears to be "compliance driven" rather than focused on improvement in professional practice. Feedback provided to teachers is inconsistent and often lacks sufficient detailed description.
- Professional development that goes beyond culture training to improve instructional practice and increase student achievement is very limited.
- Mentoring, coaching, and induction programs exist on a minimal basis to support instructional improvement.

The principal has begun to build some school-level instructional leadership capacity but there is no evidence that there is district support being provided to increase the effectiveness of the principal's leadership.

The principal has implemented some practices centered on curriculum, assessment and instruction to positively impact student achievement such as professional learning communities and walkthroughs; however, there are no clear written procedures for monitoring the effectiveness of these practices.

Diagnostic Review Team Schedule

Christian County High School Diagnostic Review

SUNDAY, February 24

Time	Event	Where	Who
3:00 p.m.	Check-in	Fairfield Inn and Suites, Hopkinsville, KY	Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators	Hotel Conference Room	Diagnostic Review Team Members

MONDAY, February 25

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school	CCHS office	Diagnostic Review Team Members
8:00 – 9:00 a.m.	Standards Presentation - Questions/topics to be addressed: 1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning. 2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and	Conference room or other private work area that can be designated for team use during the three day on-site review	All diagnostic review team members

	opportunities for improvement. 3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level? 4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning? 5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved?		
9:00– 9:15	Break		Diagnostic Review Team Members
9:15-10:15	Principal Interview		Diagnostic Review Team Members
10:30– 11:45	Begin school and classroom observations	Classroom	Diagnostic Review Team Members
11:45 a.m.-12:30 p.m.	Lunch & Team Debriefing	Team Room 405	Diagnostic Review Team Members
11:45 – 4:00	School and classroom observations continue (Some team members may be assigned to interview individuals or groups during this time.)		
	Individual interviews should be scheduled for all school council members		Diagnostic Review Team Members (working in pairs or as individuals)
12:30	Interviews: Teachers member -	Room 305	
1:15	Interviews: Teacher member	Room 305	
2:20	Interviews: Teacher member -	Room 305	
2:00-3:00	Interviews: Parent Member –	Room 305	
3:00-4:00	Interviews: Parent Member -	Room 305	
	Small group (3-5 persons) interviews should be scheduled for 1. parent leaders (2 team members 2. students 3. Community		Diagnostic Review Team Members (working in pairs or as individuals)
12:30-1:15	Interview: Parents (5)	Curriculum Room 405	
1:45-2:30	Interview: Community Partners (4)	Room 305	
2:35-3:20	Interview: Community Partners (2)	Room 305	

3:25-4:10	Interview: Community Partners (3)	Room 305	
11:07-12:02 (4th period)	Interview: Students	Room 305	
	Begin review of artifacts and documentation	Team Room 405	Diagnostic Review Team Members(working in pairs or as individuals)
4:00 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 9:00 p.m.	Evening Work Session #2 - Review findings from Monday - Team members working in pairs re-examine ratings and report back to full team - Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific) - Prepare for Day 2	Hotel conference room	Diagnostic Review Team Members

TUESDAY, February 26

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:00 a.m.	Team arrives at school		Diagnostic Review Team Members
8:30 – 11:45	School and classroom observations and review of artifacts		Diagnostic Review Team members (working in pairs or as individuals)
	Interview ERL and ERSs	TBA	Julia, Tom and Marcia
11:45 a.m.-12:30 p.m.	Lunch & team debriefing		Diagnostic Review Team Members
12:30 -4:00 p.m.	School and classroom observations Artifacts review Complete interviews as necessary		Diagnostic Review Team Members (working in pairs or as individuals)
5:30 – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 – 9:30 p.m.	Evening Work Session #3 - Review findings from Tuesday - Team deliberations to determine standards and indicators ratings - Powerful Practices and Opportunities for Improvement at the standard level	Hotel Conference Room	Diagnostic Review Team Members

(assign team member writing assignments)
- Improvement Priorities – (assign team members writing assignments)
- Tabulate Learning Environment ratings

Team member discussion:

- Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities, as well as a listing of any schools that are falling below OR exceeding expectations and possible causes.
- Themes that emerged from the Learning Environment evaluation including a description of practices and programs that the institution indicated should be taking place compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.)

WEDNESDAY, February 27

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members
8:00 – 11:00 a.m.	classroom and school observations		Diagnostic Review Team Members (working in pairs or as individuals)
11:00 – 1:30	Final Team Work Session Examine - Final ratings for standards and indicators - Powerful Practices (indicators rated at 4) - Opportunities for Improvement (indicators rated at 2) - Improvement Priorities (indicators rated at 1 or 2) - Summary overview for each standard - Learning Environment narrative		Diagnostic Review Team Members

	• Next steps		
11:30 a.m.-12:15 p.m.	Working Lunch		Diagnostic Review Team Members
1:00 – 1:30	Complete the Kentucky Leadership Assessment/Diagnostic Review Addendum (pre-loaded on team workspace)		Diagnostic Review Team Members
1:30– 2:00	Kentucky Department of Education Leadership Determination Session		Diagnostic Review Team Members
2:00 – 2:15 p.m.	Exit Report with the principal The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later. The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.		Diagnostic Review Team

About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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School Diagnostic Review Summary Report

Christian County High School

Christian County Public Schools

2/24/2013 – 2/27/2013

The members of the Christian County High School Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:
    The principal does have the ability to lead the intervention and should remain as principal of Christian County High School to continue his roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____Date:_____

I have received the diagnostic review report for Christian County High School.

Principal, Christian County High School

_____Date:_____

Superintendent, Christian County Public Schools

_____Date:_____